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ABSTRACT

The Kimberly Guidance Program is an example of the type of program that can be implemented in a small rural school district. Teachers aid the counselor by introducing career development units in their classrooms. The main goal of the program is to develop a model of a guidance program to serve students in grades K-12 that is developmental in nature and includes all aspects of the school. Other documents in this series are CG 008 165 through CG 008 173 and CG 008 175 through CG 008 176. (Author)

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CASE STUDIES IN PRACTICAL CAREER GUIDANCE
NUMBER 10

ED 078339

Kimberly Guidance Program

Kimberly High School

Kimberly, Idaho

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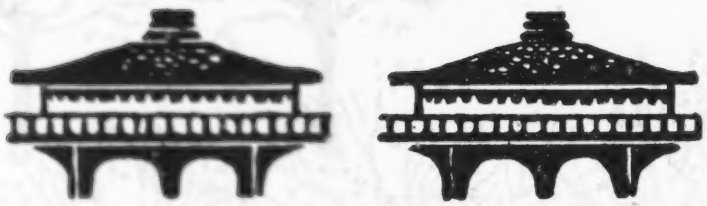

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TECHNICAL REPORT

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CASE STUDIES IN PRACTICAL CAREER GUIDANCE

NUMBER 10

Kimberly Guidance Program
Kimberly High School
Kimberly, Idaho

Carolyn Helliwell

American Institutes for Research
in the Behavioral Sciences
Palo Alto, California
June, 1973

The project reported herein was performed pursuant to a contract from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed, however, do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

U.S. Department of

HEALTH, EDUCATION, AND WELFARE

Office of Education

Office of Planning, Budgeting, and Evaluation

This case study is one in a series of thirteen which was produced by the Youth Development Research Program of the American Institutes for Research under contract with the Office of Planning, Budgeting, and Evaluation of the U.S. Office of Education. The purpose of the contract was to examine the practical career guidance, counseling, and placement which is provided to noncollege-bound secondary level students. As part of the effort, programs which are making an illustrative attempt to deal with the needs of noncollege-bound youth were identified and described in case studies. Case studies have been written on the following programs:

1. Baltimore Placement and Follow-up Program
   Baltimore City Public Schools
   Baltimore, Maryland

2. Career Development Center
   Troy High School
   Fullerton, California

3. Career and Educational Planning Program
   Pioneer Senior High School
   San Jose, California

4. Career Guidance Program
   Hood River Valley High School
   Hood River, Oregon

5. Computerized Vocational Information System
   Willowbrook High School
   Villa Park, Illinois

6. Coordinated Vocational and Academic Education
   North Gwinnett High School
   Suwanee, Georgia

7. Developmental Career Guidance Project
   Detroit Public Schools
   Detroit, Michigan

8. Employability Development Team
   Cleveland Public Schools
   Cleveland, Ohio

9. Job Development Program
   Cleveland Public Schools
   Cleveland, Ohio

10. Kimberly Guidance Program
    Kimberly High School
    Kimberly, Idaho

11. Lenawee Vocational-Technical Center and Placement Program
    Adrian, Michigan

12. Occupational Learning Center
    Syracuse City School District
    Syracuse, New York

13. Youth Career Action Program
    San Jose Unified School District
    San Jose, California

Other products of this contract include Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature, and the project's final report which is entitled Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths. The final report outlines a planning-evaluation model which program personnel may use in developing local career guidance counseling and placement services.

KIMBERLY GUIDANCE PROGRAM
KIMBERLY SCHOOL DISTRICT
KIMBERLY, IDAHO

Abstract

The Kimberly Guidance Program is an example of the type of program that can be implemented in a small rural school district. Teachers aid the counselor by introducing career development units in their classrooms. The main goal of the program is to develop a model of a guidance program to serve students in grades K-12 that is developmental in nature and includes all aspects of the school.

KIMBERLY GUIDANCE PROGRAM

The counselor was right there when I needed her. I thought it was time I planned my goals so I just came in and talked with her. I took an interest test, charted the areas that I ranked high in, and went to the guidance room and got materials related to those areas. I got to listen to people talk on different jobs and see films on many careers. A representative from the employment agency talked about the job world and jobs available after graduation. All this has given me a better outlook on life and helped me to get started on better grades and planning a future for myself.

--Ellen

Introduction

Ellen is a sophomore at Kimberly High School, which is located in a small agricultural community in south central Idaho. She is currently studying a career counseling unit entitled, "Exploring Interests, Aptitudes, and Occupations," in her English class. During Career Day at the high school, she heard presentations on several different occupations. For the unit, she wrote a description of herself; explored her interests through testing and self-assessment; evaluated her abilities by several means including self-evaluation, teacher-evaluation, and standardized testing of aptitude and achievement; considered her goals; and thought about the processes and implications of career choice. She picked three careers that interested her and wrote descriptions of them using resource materials checked out of the guidance room. To complete the unit, she will conduct an in-depth investigation of one career. As part of the investigation, she will interview an individual working at the occupation she chooses and prepare a career monograph.

Students at other grade levels in the Kimberly schools are engaged in other career development units as a part of their regular school work. This activity is the result of the Kimberly Guidance Program, "Career Development through the Curriculum."

The program has three main objectives: (1) to develop a model of a guidance program for a small, rural school that other educators could examine; (2) to design and implement a guidance program that is developmental in nature and that serves students in grades K-12; and (3) to introduce a guidance attitude into the total functioning of the school. The head of the Kimberly guidance program,

which was initiated in 1967, believes that each of these objectives is being realized, although there have been some shifts in emphasis and a reduction of scope, as explained later.

All students in the Kimberly School District benefit from the program, which is directed by the district's part-time counselor. Teachers at each grade level in the three schools of the district present career development units to their classes. These units require the student to make decisions related to everyday living, educational planning, and occupational outlook. Teachers also consult the counselor on the problems of individual students.

The senior high school has a guidance room equipped with a variety of occupational resource materials. Portable occupational files and books on career fields are available for classroom use. Students are free to use the guidance room at their convenience, and they may check out materials if they wish.

The guidance counselor attempts to assist students in any way possible. On the secondary level all standardized testing is done on a voluntary basis, and students and parents are encouraged to examine the student's cumulative record. Graduates, parents, and students many contact the counselor at any time for assistance in solving all kinds of problems. Community services are consulted and employed extensively to help students.

Guidance services at Kimberly are supplemented by a Career Day at which representatives of local business and industries, training institutions, and community agencies make presentations to students. They are also supplemented with vocational aptitude testing conducted by the Idaho State Department of Employment and the U.S. Air Force. In addition, many of the extracurricular activities at Kimberly High School have guidance components.

Origins of the Project

The need for vocational guidance is acute among students in small rural schools who generally have insufficient exposure to the modern world of work. This inhibits their ability to develop and pursue plans that lead them into occupations offering an attractive future. Before the Kimberly guidance program began, guidance services were provided only one period a day by a teacher/counselor. The services were poorly organized and limited, focusing on specially talented students interested in professional careers or students who created problems in the school. There was no opportunity for students to obtain

systematic information concerning the world of work. A questionnaire circulated in the school district before implementation of the program indicated that teachers perceived an urgent need to extend and expand guidance services to elementary school children.

The Kimberly School District was selected to participated in the Small Schools Guidance Program Project of the Northwest Regional Educational Laboratory (NWREL). As originally conceived, the project was to be a multiyear, multisite effort supported by funds supplied by the U.S. Office of Education. In reality, only Kimberly was selected to participate, and funding for the project was terminated after nine months. The Kimberly guidance program received $13,000 from NWREL, some assistance from the laboratory's consultants including the Field Activity Coordinator for the NWREL project, and a selection of vocational guidance materials donated by publishing companies. In addition, since NWREL funds were to be expended for the salary of the guidance counselor for the program, district funds already budgeted for this purpose were released to furnish the guidance room in the newly completed Kimberly High School. Essentially all other developmental and operating costs were paid from the local school budget except a portion of current operating costs provided by the State to score some of the standardized tests taken by Kimberly Students.

The basic philosophy behind the Kimberly guidance program as stated by the counselor in charge of it is as follows:

> Any guidance program must keep the student as the central focus. The program must be a process wherein the student is presented with situations that culminate in activites requiring him to make decisions. These decisions should be concerned with personal growth, abilities, interests, aptitudes as they relate to his approach to everyday living, his educational planning, his occupational outlook, his whole area of adult life, and his unique place in society. In order to accept this concept, it was necessary to accept the premise that any guidance program is a developmental process by which a child is led through every level of education.
>
> Guidance must become an integral part of the total school curriculum for the basic needs of security, recognition, and acceptance are a part of the learning process. In this program the teacher plays a vital role and assumes a greater responsibility for guidance services. By necessity, the counselor must assume a much broader role than is typical of counselors in general--that of . . . a consultant to [teachers].
>
> A continuous, systematic approach is necessary with the basic element being individualized growth and development. As in learning, the student selects that with which he can interact and interprets

it in terms of his past experiences, his needs, and his purposes. The experience must be meaningful to the individual; he must become actively involved. The program must become a part of the total education of the child.

Guidance services must be offered to all students at all ages. No attempt should be made to separate educational, occupational, and personal guidance; for occupational choices are not made in isolation from educational and personal concepts. Guidance and instruction are interwoven just as personal development is closely related to occupational choice.

Project Development

The Kimberly Guidance Program is managed by the district counselor. She serves as a consultant to teachers at all grade levels who are implementing career development units in their classrooms and executes all other guidance functions in the three schools of the district.

In planning for the program, students and faculty were questioned regarding the present guidance services and facilities and made recommendations for their improvement. General goals for the program; specific objectives for students, teachers, and the community; and expected outcomes for each of these groups were then written.

The counselor and five guidance consultants from nearby universities conducted an in-service education workshop for teachers at Kimberly to broaden the teachers' concept of guidance services and to aid the teachers in accepting the curriculum-oriented, child-centered approach of the proposed guidance program. The workshop was planned by the counselor and the teachers to assure that consultants centered their presentations on needs of the local program under development. This planning also informed teachers of the program and encouraged their participation in it. Teachers wrote career development units for the program and implemented them in their classrooms. Since the teachers' participation in the program was time consuming and added to their work load, they were compensated out of project funds for the time they spent in developing classroom guidance units.

An active campaign established communications among school personnel participating in the program and informed the surrounding community about it. The counselor prepared weekly bulletins reporting the progress of the programs' development and the roles that individual teachers played. A Guidance Advisory Committee was formed to aid in organizing and coordinating program activities and to inform parents and community leaders of the program.

The committee held monthly discussions and consisted of teachers, PTA members, and community leaders representing different segments of the local population. The counselor and other school personnel made presentations to local organizations and service clubs to explain the program. Two local newspapers also helped to publicize it.

After the guidance program was developed and instituted in the member schools, NWREL was forced to withdraw funding support for it and the portion of the local school district budget spent on guidance services was reduced. As a result, development of new guidance units, and systematic evaluation and revision of existing units has not been conducted. The counselor assumed some teaching and other responsibilities and can no longer devote full time to the program. Many of her communications and public relations functions are no longer performed. Finally, the full-time secretary assigned to the guidance department now works for the entire high school, and can spend only a fraction of her time on guidance program activities. These cutbacks have limited the programs's potential for growth, but do not appear to have reduced its present effectiveness seriously.

Another change in the Kimberly guidance program was prompted by the frequent failure in college of students who participated in the program during its early years. To counteract this trend, more emphasis in the program is now placed on vocational-technical training, apprenticeships, and exposure to skilled trades. The fact that 75% of the presentations at the Kimberly Career Day now focus on occupations in the vocational and technical field where once they exclusively depicted occupations requiring a college degree illustrates the revised emphasis of the Kimberly guidance program.

Current Status of the Project

Target Population and Setting

The Kimberly guidance program serves students from a relatively prosperous rural area. About 25% of them live in Kimberly, a town of 1,500 near Twin Falls, Idaho. The remainder live on farms in 44 square miles surrounding Kimberly. In the 1972-73 school year, the Kimberly School District employed 17 elementary school teachers and 24 junior and senior high school teachers. The elementary and senior high school principals and the counselor also had teaching assignments. The district had an enrollment of 350 elementary students and 420 secondary (grades 7-12) students. Almost all of these students are

white. Only five Mexican-American, five Indian, and five Puerto Rican students attend Kimberly's schools. About 60% of the students come from middle socioeconomic status families (annual incomes of $6,000 to $15,000), 10% from high socioeconomic status families, and the remainder from low socioeconomic status families. The secondary curriculum at Kimberly High School provides both academic and vocational training. In 1972, 22% of the graduating class attended a four year college or university, 34% attended a junior college or vocational training institution, 36% took a job, and the remainder married or entered the military.

The Magic Valley area of Idaho, in which Kimberly is located, is one of the most productive agricultural areas in the United States. Sugar beets, potatoes, corn, beans, grains, alfalfa, and livestock are raised. The city of Twin Falls, of which Kimberly may be considered a suburb, is Idaho's second largest market, and 55 manufacturing, industrial, and food processing firms are located there. Twin Falls is also a major livestock market.

Goals and Objectives

The goals, objectives, and outcomes of the Kimberly guidance program are given below.

> The first general objective of the small school guidance program is to develop a model or exemplary guidance program for the small, rural school so that other educators may examine the program with the view of introducing similar innovations at other schools.
>
> The second major and overriding objective is to design and implement a guidance service program that is developmental in nature and which serves the interest of students in grades kindergarten through twelve.
>
> A third key objective is to introduce a guidance attitude into the total functioning of the school--its clubs, it curriculum and in the work of the individual staff members. Every teacher may be seen as a counselor to students in the program and every teacher hopefully will use the class activities in the accomplishment of the total guidance function.

SPECIFIC OBJECTIVES

Students

- To provide students with the opportunity to develop an understanding of the current role in the group and of social expectations placed upon them.

- To provide students with the opportunity to develop an understanding as related to environmental opportunities.

- To increase knowledge necessary for the development of realistic educational plans and career goals.

- To assist students having learning difficulties by providing remedial programs.

- To develop a positive attitude toward guidance services.

- To increase the knowledge of students about the relationship of education to occupation.

- To increase the knowledge of students concerning the occupational requirements of business firms, government agencies, schools, and other work organizations.

- To increase the knowledge of students concerning the probable impact of scientific and technological change on occupations and occupational careers.

- To increase the knowledge of students concerning the outlook for employment in major occupations.

- To assist students to develop an understanding of their aptitudes for various occupational roles.

- To provide students with a systematic conceptual framework which will enable them to interpret occupational information.

Teachers and Community

- To increase teacher awareness of:

  - Guidance needs of students
  - Role and function of guidance personnel
  - Teacher's role and responsibility in the guidance program
  - Develop an appreciation of the occupational implication of subjects

- To develop a public information program for the purpose of gaining community understanding and support.

EXPECTED OUTCOMES

Students

- Students will gain a better understanding of their own ability.

- Classroom activities will provide opportunities for investigating and evaluating occupations.

- Students will make better use of current vocational and educational materials.
- Students with learning difficulties will be diagnosed and given individualized instruction.
- Students will learn about occupational trends.
- Students will make more realistic educational and vocational choices.
- Students will relate their personal, social, and educational development to career choice.
- Students will be informed of the relationship of school subjects to occupations and to adult life.
- Students will involve parents in educational and vocational plans.
- Students will seek vocational information from other agencies within their community.
- Opportunities for individual decision-making will be afforded students at different grade levels.
- Test results will be more meaningful to the student.
- Students will take part in group guidance sessions.
- More opportunities for self-evaluation will be given to all students in grades one through twelve.
- Students will use Student Handbook as a guide to guidance services.
- Guidance services of all kinds will be extended.

Teachers

- Teachers will assume a greater responsibility for guidance services.
- Teachers will assist in development of guidance units for classroom use.
- Teachers will aid students with their educational and vocational plans.
- Teachers will encourage a closer relationship between home and school.
- Teachers will gain a better understanding of the guidance program.

- Teachers will recognize the need for a team approach to pupil personnel services.
- Teachers will become more concerned about the total development of the child.
- Teachers will participate more actively in programs of in-service education.

Community

- The community will have a better understanding of the guidance program within the school.
- The school and the community will work together to provide wholesome activities which aid students in relating their personal, social, and educational development to career choice.
- The community will give more support to expanding guidance services.
- The community will recognize the need for a systematically organized guidance program including a well-qualified guidance counselor for their school district.

Project Staff

The major member of the Kimberly guidance program's staff is the counselor for the Kimberly School District who had major responsibility for development of the program and now manages it. She is certified as a school counselor and as a psychological examiner. Although she must teach two high school classes (English 11 and sociology-psychology) and may spend only 20 hours a week at school providing guidance services, she devotes much of her own time to the Kimberly guidance program.

By necessity the counselor has assumed some aspects of the role of a supervisor of pupil personnel services. Teachers in the Kimberly School District present career development units in the classroom and are assigned responsibility for certain students. They make referrals to the counselor who uses community resource personnel to help solve students' problems.

Kimberly guidance program activities claim the counselor's time in the following way:

Individual counseling with students	15%
Group counseling with students	30
Assisting teachers in the classroom	10
Conducting testing and test interpretation	10
Consulting with other educational personnel	10
Serving as a community liaison person	5
Planning and evaluating program activities	10
Consulting with parents	10

The counselor also has responsibility for supervising two student organizations (Girls' League and the Youth Legislature) and sponsoring the senior class. In addition, as a psychological examiner, she supervises the special education program for three small school districts on a shared services basis.

The counselor has the assistance of the high school secretary. She is not required to perform attendance work or other clerical jobs as counselors in other small schools often are required to do.

Facilities, Materials, and Support

At the start of the Kimberly Guidance Program, the counselor designed the guidance room in the new high school to accommodate both group guidance and individual counseling. She has a private office there, but more than three-quarters of the room is equipped for students' use. There is a large conference table, wall racks of materials, open occupational files, bulletin boards, and a variety of audio-visual aids. Materials available in the guidance room include up-to-date information on a variety of occupations; filmstrip-record occupational presentations; and catalogues and pamphlets on colleges, trade and technical schools, the military, and correspondence schools. Students are free to use the guidance room at their convenience, and they may check materials out if they wish.

To encourage students to observe, discuss, and explore occupations and to provide a cumulative record of their self-evaluation and occupational exploration, an occupational folder is prepared for each student in the Kimberly guidance program. Portable bookcases containing books on a wide range of career fields written for different age levels, and portable files on educational and occupational information are available for classroom use by teachers.

Thirty-five classroom guidance units for career development were written by the teachers and counselor for the Kimberly guidance program. Within each unit is a statement of its purpose, suggestions to the teacher for implementing it, suggested student activities, and a list of available resource materials. The units are broad, flexible, and easily correlated and integrated with new experiences. Students' learning experinces are not confined to the classroom, but extend into the community. The following is a list of the title of the units.

Grade 1	Orientation to Preschool
	Making New Friends
	Animal Workers

Grade 2	My Neighborhood Workers Choosing Guideposts
Grade 3	Getting Along in Groups Keep Those Trucks Rolling
Grade 4	Living With Beauty Let's Take a Trip Workers in Transportation and Communication
Grade 5	Appreciating My Country Electrical Workers
Grade 6	Exploring the World of Work Newspaper Workers Orientation to Junior High
Grade 7	Measuring My Growth Looks Count Solving My Problems
Grade 8	Careers in Conservation Our Changing World Orientation to High School
Grade 9	Careers in Agricultural Science Using Math in a Selected Occupation Planning My Future
Grade 10	Exploring Interests, Aptitudes, and Occupations Occupational Trends in Mechanical Trades, Sales and Services, Agriculture, and other fields
Grade 11	You, the Individual--Sociology
Grade 12	You, the Citizen--History You, the Consumer--Economics You, the Worker in a Changing World--English How to Cope with Problems Orientation to Employment Orientation to College Orientation to Vocational-Technical School Orientation to Military Service

To accompany the units, student forms for the investigation of a career, guides for interviewing, and self-evaluation sheets for attitudes and social behavior were developed. In addition, two other forms were designed. One is an educational planning form that permits parents and students to study requirements for graduation and acceptance into additional training and high school course offerings so that they may plan a four year high school program. The other is a test interpretation form that permits students to assume major

responsibility for individual inventory services (i.e., testing, collecting, recording, summarizing, and interpreting information).

Community support for the Kimberly guidance program is extensive. Three categories of assistance are rendered by representatives of local agencies, institutions, and the business community. These are: (1) presenting career information at Career Day, (2) helping students complete assignments in various career guidance units, and (3) serving as a referral resource to help solve problems of individual students (including offering them employment or vocational testing). Several sources of community support for the program provide more than one type of assistance. Some of the agencies and institutions that cooperate with the Kimberly guidance program are the Employment Security Office (U.S. Employment Service), Vocational Rehabilitation Service, Social Rehabilitation Service, Child Development Center, College of Southern Idaho, University of Idaho, University of Idaho Research Center, USDA Snake River Soil and Water Research Center, Armed Forces (Army and Air Force), YWCA, and the Chamber of Commerce.

Student Activities

The average student spends about five hours per week in activities related to the Kimberly guidance program. Of that time, 60% is spent in independent work, 20% in large group presentations by staff, 10% in small group work, and 10% in large group audio-visual presentations. Although students at all grade levels participate in the Kimberly guidance program, the discussion that follows focuses on the program activities of high school students.

Stuents are free to use the guidance room when they wish, and they may check out any materials that interest them, including the film viewers. The guidance room is available to students for group discussions without supervision of an adult. The only improvement in the Kimberly guidance program that could be suggested by two students was a change in their busy schedules so that they could have more free time to use the facilities of the guidance room.

Fourteen career guidance units have been developed for use in the classroom with students in grades 9-12. The three objectives of the previously mentioned unit,"Exploring Interests, Aptitudes, and Occupations," developed to be used in sophomore English classes, are to create an awareness that interests are important in occupational decision making, to aid the student in self-understanding, and to explore career possibilities. The unit begins with a discussion of the school subjects students are taking and the aspects of

each subject that interest them. A filmstrip on interests may then be shown and discussed. The teacher next explains the Kuder Vocational Preference Inventory and relates the ten areas of interest it measures to occupations. The inventory is administered, and students score and profile their own results. The teacher or school counselor explains the meaning of the profiles and procedures for interpreting them. A group discussion of the results of the Kuder follows, and each student prepares an evaluation of his Kuder profile. The discussion continues on such topics as importance of interest, interests and school, interests and leisure time, interests and selection of a career, relation of interests to abilitities, and how to choose a career. The introduction of the relationship of interests to abilities leads to the individual assignment component of the unit. Students engage in self-evaluation of their abilities in many areas, and are encouraged to use their cumulative folders and standardized test results in this process. They are then instructed to relate the information they have gathered on their interests and abilities to occupational areas and to identify some fields of work that they would like to learn more about. The materials in the guidance room are used to prepare abstracts of three careers and to complete a detailed investigation form for one career. To gather more complete and personal information on this career, students use a prepared form to interview an individual working at it and to compose a career monograph. The final assignment of the unit is to prepare a report summarizing their discussions and activities. A composition on "Challenges Confronting Me" is to be included. Students become highly motivated by the self-evaluation procedures in the unit and begin seriously to consider goals for their futures. They receive a grade in English for their work.

The unit, "You the Worker in a Changing World," is presented in senior English classes. The students select a career and plan the training they will need to enter it. In the final section of the unit, called "On Your Own," students prepare a budget, balance a checking account, apply for automobile and life insurance, and file an income tax return. They also practice some of the steps in applying for a job such as preparing a resume, and interviewing an employer.

"You, the Consumer" was originally a two-week guidance unit integrated in the Office Practice Course at Kimberly High School to familiarize students with budgeting and credit buying. Because of student interest in it, the unit

has been expanded to cover many aspects of consumer economics and is now offered as a one-semester elective.

Career Day at the Kimberly High School is arranged mainly by the students who invite experts to speak on careers in which they are interested. Career Day is open to all students at the high school; each student may attend three presentations of his choice. Each presentation is held in a classroom with a teacher chairman present. At a Career Conference held in 1971 at Kimberly High School, fields represented were: law, air transportation, cosmetology, electronics, fish and game, engineering, merchandising, psychology and guidance, nursing, x-ray technician, medical technology, business, education, forestry, trucking, marketing and data processing, radio and television, law enforcement, and auto mechanics. In addition, representatives of the Air Force, Army, Navy, Marines and the College of Southern Idaho (a nearby two-year community college) attended.

The counselor of the guidance program interacts with students in the Kimberly High School and their parents in many different ways. Although placement is not the focus of the program, the students interviewed indicated that the counselor would help them find jobs if it were really necessary for them to work. The educational planning form described earlier is sent to parents as part of the orientation to high school services of the guidance program. The completed form signed by parents serves as the student's registration for high school. Parents are encouraged by a memorandum accompanying the educational planning form to arrange for a conference with the counselor at which time the curricular and extracurricular activities and other matters pertaining to secondary education are explained.

Standardized testing at the Kimberly High School is done on a voluntary basis. Students may take the General Aptitude Test Battery, the Iowa Test of Basic Skills, and the Differential Aptitude Tests. In addition, in many cases, students take the Air Force Test Battery of vocational aptitude. Before the scheduled testing period, an announcement describing the test, what it was designed to do, what information might be gained from it, and the type of student who might profit most from taking it is distributed. Interested students are then encouraged to register for testing. When the test results are returned, students may use specially prepared forms to help them interpret the results. Few Kimberly students fail to participate, and testing has become a much more meaningful experience to them since the program was initiated.

This attitude is reinforced by the fact that a student and his parents have free access to the student's cumulative record. Parents are invited to discuss with the counselor the relation of their children's test results to his goals and plans. Generally both parents are anxious to attend this type of conference.

The counselor teaches two courses at Kimberly High School and is active in student organizations. She feels that her sponsorship of student organizations permits her to work closely with students in an informal setting and that interaction with them on task-oriented matters fosters their confidence. In addition, guidance-related objectives for students' participation in extracurricular activities such as the Girls' League (a service club in the high school to which every girl belongs) have been written. Students also interact with the counselor to make suggestions on the materials and equipment for the Kimberly program that would be helpful to them. Materials are ordered on a 30-day trial basis. Students decide if they are usable and meaningful and purchase is made on their recommendations.

Kimberly's counselor reserves blocks of time in her schedule so that she will be able to meet needs as they arise. Students, graduates, and parents feel free to call on her at any time (formally and informally) and bring to her almost any type of problem. She does what she can individually, and also uses resources of the school and community. One student was observed in the high school hall stopping the counselor to ask her how he went about making dinner reservations for himself and his date after the spring dance. It appeared to be a question that was troubling to him, but one that was quickly resolved because of the informality and approachability of the counselor.

A parent told of her daughter who, because of a small amount of brain damage at birth, was failing all her classes. The girl was referred by the counselor to the Child Development Center, and arrangements were then made for her to enter a work-study program in cosmetology at the Vocational Rehabilitation Center. Unfortunately, these plans fell through. The girl's mother felt that her daughter would have dropped out of school entirely had the counselor not called a private beauty school and made special arrangements for the girl to be enrolled. The girl loves her new school, is learning and progressing well, and will probably make cosmetology her career. The girl's mother felt that the counselor's efforts helped to motivate her daughter.

Special Factors

Several factors have assisted in the development and implementation of the Kimberly guidance program. The major ones were the cooperation and par-

ticipation of teachers that were developed by involving them in planning the program and in planning and attending the in-service education workshop and by compensating them for the additional time and effort they spent in developing classroom guidance units. The counselor believes that these activities have been influential in developing among teachers a respect for the work of others and a feeling that the Kimberly guidance program really belongs to them.

The stability of the school population in Kimberly (the enrollment has not increased or decreased by more than 15 students in the past 25 years) has facilitated guidance curriculum planning. The small size of Kimberly has made it possible for the counselor to know and appear more approachable to the families of students and to diagnose some of the deeper causes of their school problems, as well as for her to develop close working relationships with the representatives of agencies, institutions, and employers who provide community support to the Kimberly guidance program.

The counselor believes that her activities for student organizations and the fact that she is not responsible for disciplinary actions (as is often the case in small Idaho schools where principals also function as counselors) have contributed to students' acceptance of her as a source of help.

Other factors may have hindered the development of the Kimberly guidance program. As noted earlier, its limited funding has restricted its growth and has also prevented an extensive evaluation of its effectiveness. The counselor feels she has had to develop a concern for guidance in the school district's administration and Board of Trustees.

Some traditional teachers, concerned about deviation from established procedures or about not being able to cover all the material in the textbook, have resisted the concept of career development through the curriculum, and some difficulty arose in relating career units to certain subject areas. In addition, Kimberly School District has experienced a 50% turnover in teaching staff in each of the past two years. This means that the counselor has had to spend considerable time explaining the program and developing support for it each year.

The counselor and many of the individuals interviewed in Kimberly felt that the guidance program requires the work of more than one individual; at the minimum it requires a full-time counselor. In addition, the Idaho State Department has recommended that Kimberly add a male counselor to its staff for the benefit of male students.

Evaluation

The Kimberly guidance program has not been formally evaluated. As originally conceived, the program would have received support from NWREL for three years and at the end of that period would have received an extensive evaluation according to stated criteria. Unfortunately, NWREL was unable to continue its support and this type of evaluation could not be done within the local school district budget. The counselor also feels the program should have been implemented in another school district for a substantial period of time and evaluated there to test fully the effectiveness of the model it represents.

The counselor evaluates the program in a number of informal ways. Follow-up studies of each graduating class since 1967 have been conducted, and the percentage of each class entering college, vocational-technical training, the military, or employment has been calculated. Student progress in the Kimberly guidance program is illustrated by the fact that the student dropout rate has decreased from 9% to 5% since it was instituted, and by the large number of students who have obtained further education or training and who have obtained scholarships or financial aid. A random sample of individuals representing a cross section of professional leaders, university professors, high school and elementary teachers, parents, businessmen, and students were asked to express their opinion of the program. All of these opinions were extremely positive. In addition, the counselor examines the checkout sheet for materials in the guidance room to see if students are using them. She also evaluates the reports produced in the English classes using the guidance units to determine how extensively students have explored career areas, if they have evaluated their abilities and interests, and if they have related the results of their evaluations to the world of work. All of these data lead the counselor to believe that the three general objectives of the Kimberly guidance program have been achieved.

Future of the Project

In the future, the Kimberly guidance program is likely to undergo some major changes. The Superintendent of the Kimberly School District hopes to add a male counselor half-time next year, and perhaps in the following year, depending on budget constraints, both the new counselor and the present one can work full time on guidance-related tasks. The Superintendent would also like to see a new educational philosophy implemented at Kimberly. At present, the concept of secondary education that is reflected in the guidance program

is that high school is preparation for further training. Preparing students to enter the labor market on graduation is not the emphasis; thus, the program does not focus on placement. The Superintendent is trying to build up the vocational training program at Kimberly High School and would like to see the guidance program interact more with the vocational education teachers to arrange on-the-job training and placement for vocational students. The Superintendent is not, however, opposed to career planning aspects of the Kimberly guidance program and hopes to make resources available so the program may expand and evolve.

Conclusions

Although it is based on subjective data, the impression received was that the guidance program is effectively serving most of Kimberly's high school students. The counselor indicated that she had no need to summon students to meetings with her; they either came in on their own or were referred to her by other school personnel or their parents. Every individual interviewed felt that the program was worthwhile, effective, and should be continued, although most had suggestions for improving the program. The major themes of these suggestions were: (1) let the counselor return to guidance full time, (2) arrange students' schedules so that they have more chances to use the guidance room, and (3) arrange opportunities for students to work in the career fields they have chosen before they commit themselves to advanced training in them. These themes seem to be evidence of effectiveness of the program in that they are requests for more of what is now being done or suggestions for additions to the program, rather than descriptions of major changes desired.

Several recommendations have emerged from the information gathered in interviews related to the Kimberly guidance program. It was generally agreed that the present counselor should work full time on the program, and the addition of a male counselor was suggested. The development of new career guidance units was recommended, and it was felt that all units should be tested and revised to meet the changing needs of Kimberly youth. An evaluation design should be developed and executed to determine the actual effectiveness of the program.

Continuing in-service education for teachers would facilitate the effective production, revision, and implementation of career guidance units for integration in the curriculum. Expanded cooperation between the guidance program and the vocational education program was suggested, and work exploration opportunities for students should be sought. Expanded efforts to inform stu-

dents of career and education and training opportunities outside the local area would offer students more alternatives.

Transportability

The Kimberly guidance program appears to demonstrate an approach to career guidance that would be relatively easy to replicate in other small school districts. Its development costs were almost entirely borne by the local school district, and its current operation is financed entirely from the local budget. Only a part of the costs of the development and procurement of guidance materials and of the in-service training of teachers was paid by an outside funding agency. Materials developed in Kimberly have been distributed to many schools in every region of the United States and in England, India, and the Philippines, Means to support the continued dissemination of the career guidance materials developed at Kimberly are being investigated. If these materials can be made available, other school districts should have no difficulty establishing a guidance program similar to the one at Kimberly. However, the following factors should be considered. The guidance counselor should be allowed to concentrate on guidance-related activities and should be freed from teaching, clerical, and disciplinary tasks. The necessary curriculum and occupational information materials should be developed or obtained. Community support for and participation in the program should be established. Finally, teachers should be encouraged to participate, and their role in the program should be explained to them. The development of an in-service training program would serve these purposes.

PROGRAM OUTLINE

Goal:	To develop a model of a guidance program to serve students in grades K-12 in a small rural school that is developmental in nature and includes all aspects of the school.
Students Served:	All students in the Kimberly School District (420 at the secondary level, and 350 at the elementary level) are served. Secondary students spend an average of five hours per week in program related activities.
Staff:	One counselor full time, and many of the 41 teachers of the district a few weeks per year.

Funding Source:	98% local funds 2% state funds Development partially funded by federal funds
Materials, Facilities, and Support:	Guidance room equipped with occupational materials and audio-visual materials, portable career information materials for classroom use, 35 career guidance units and related student forms. Community support to provide career information, to help students complete guidance assignments, and to serve as referral resources.
Student Activities:	Participation in activities related to guidance units, attendance a Career Day presentations, and counseling as needed.
Contact Person:	Mrs. Ella Hiverda Guidance Director Kimberly Public Schools Kimberly, Idaho 83341
Available References:	Hilverda, E. & Slocum, W. L. "Vocational Guidance Through the Curriculum." Vocational Guidance Quarterly. September, 1970, pp. 65-70.